

Orange County Public Schools

Killarney Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Killarney Elementary

2401 WELLINGTON BLVD, Winter Park, FL 32789

<https://killarneyes.ocps.net/>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Wieckowski, Mark	Principal	Dr. Mark Wieckowski serves as the instructional leader at Killarney Elementary. He supports teachers in developing data-driven decision-making skills to ensure all students are meeting or exceeding academic and social/emotional expectations. Dr. Wieckowski oversees the roles and responsibilities of all staff members, collaborates with leadership team members in school-based decisions, and evaluates the effectiveness of the school's systems and structures to ensure the academic success of students and safety of all.
Camara, Jessica	Assistant Principal	Dr. Jessica Camara serves as assistant principal at Killarney Elementary and supports the principal in all administrative duties as previously mentioned. Together the principal and the assistant principal serve as the instructional leaders on campus. Dr. Camara monitors and supports teaching and learning across content areas and grade levels via data meetings and classroom observations. Dr. Camara maintains a safe and supportive environment by overseeing safety training and drills and restorative practices in behavior. She oversees the daily functions and maintenance of the school's facilities to ensure efficient and effective operations. Dr. Camara collaborates with school leaders on instruction, data, and school wide events.
Wysong, Donna	Instructional Coach	Donna Glover serves as the instructional coach at Killarney Elementary. Mrs. Glover supports teachers with enhancing instructional strategies using data to meet the needs of each learner. She demonstrates and models best practices through large group, small group, or one-on-one activities, with a focus on K-5th ELA/Science classrooms.
Rowe, Carlton	Curriculum Resource Teacher	Carlton Rowe serves as Killarney's curriculum resource teacher and behavior resource teacher. Mr. Rowe supports teachers by providing social/emotional learning resources, coaching in classroom management systems and strategies and targeted instructional strategies.
Aguiar, Maria	School Counselor	Maria Aguiar serves as the Killarney Elementary school counselor. Ms. Aguiar is responsible for the social-emotional wellness of the learners. Through the use of small group instruction and classroom support to teachers Ms. Aguiar provides a developmental, systematic comprehensive program addressing the academic, and interpersonal/social needs of all students.
Cannon, Dawn	Staffing Specialist	Dawn Cannon serves as the Killarney Elementary staffing specialist. Ms. Cannon also supports teachers with enhancing instructional strategies using data to meet the needs of learners with disabilities. Additionally, Ms. Cannon provides compliance support for teachers who service our ESE population.

Name	Position Title	Job Duties and Responsibilities
Gutch, Brandi	Instructional Technology	Brandi Gutch serves as the Killarney Elementary media specialist and digital coach. Ms. Gutch supports teachers with enhancing instructional strategies using the digital curriculum.
Soto, Melissa	Math Coach	Melissa Soto serves as the Killarney Elementary math coach and testing coordinator. Ms. Soto demonstrates and models best practices through large group, small group, or one-on-one activities, with a focus on K-5th grade math classrooms. She co-teaches and debriefs lessons while examining student learning through a gradual release of responsibility. Ms. Soto models effective instruction as defined by the elements of the teacher evaluation system. She assists teachers in analyzing student data and developing action plans for differentiated instruction. Ms. Soto follows current trends with research-based instructional best practices to improve achievement for all students with a focus to close the achievement gap.
Koonce, Caroline	Behavior Specialist	Caroline Koonce serves as the Killarney Elementary behavior specialist. Ms. Koonce supports the Dean to provide services to students in which behaviors impede their learning. In addition, she assists in the following: development of behavior intervention plans, conduct observations, record reviews, and interviews, provide staff development on various behavior topics, and models for staff and teachers specific behavior interventions. Ms. Koonce provides classroom consultation services for staff who request it and collaborates to conduct observations, create recommendations, implementation of behavior intervention strategies, future planning, and provide ongoing supports.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

During the 2022-23 school year the school's leadership team, teachers and staff members consistently reviewed schoolwide learning outcomes and monitored progress toward the school's goals identified in the 2022-23 school improvement plan. The team met and made decisions based on trends provided by iReady beginning of the year, middle of the year, and end of the school year data results as well as the F.A.S.T progress monitoring assessments. The Killarney Elementary School Advisory Council consisted of stakeholders that were informed of the data-based decisions throughout the school year and feedback was collected to collaborate on the current 2023-24 school improvement plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The Killarney Elementary leadership team meets weekly to analyze and monitor progress monitoring data provided by iReady diagnostic assessments, growth monitoring checks, F.A.S.T. assessments, core content area summative assessments and the appropriate grade level formative assessments. The team will monitor student progress toward grade level proficiency of the Florida BEST Benchmarks throughout the school year to track the school's progress toward reaching the goals identified in the 2023-24 school improvement plan. The leadership team will also utilize the Panorama Survey results collected during the school year to monitor progress toward schoolwide goals. Leadership team members will collaborate to determine and evaluate the effectiveness of the school's improvement plan and make the necessary instructional shifts to ensure the identified goals are achieved.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	74%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	4	18	11	7	15	10	0	0	0	65	
One or more suspensions	0	3	3	6	3	7	0	0	0	22	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	3	14	9	0	0	0	26	
Level 1 on statewide Math assessment	0	0	0	3	21	8	0	0	0	32	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	11	17	14	0	0	0	0	54	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	4	8	19	7	0	0	0	46

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	2	0	0	0	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	7	18	13	28	15	12	0	0	0	93	
One or more suspensions	1	0	2	2	0	8	0	0	0	13	
Course failure in ELA	5	6	0	3	10	15	0	0	0	39	
Course failure in Math	2	3	0	4	16	18	0	0	0	43	
Level 1 on statewide ELA assessment	0	0	0	17	12	20	0	0	0	49	
Level 1 on statewide Math assessment	0	0	0	21	10	12	0	0	0	43	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	11	14	19	0	0	0	44	
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	5	13	20	0	0	0	38

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	7	18	13	28	15	12	0	0	0	93	
One or more suspensions	1	0	2	2	0	8	0	0	0	13	
Course failure in ELA	5	6	0	3	10	15	0	0	0	39	
Course failure in Math	2	3	0	4	16	18	0	0	0	43	
Level 1 on statewide ELA assessment	0	0	0	17	12	20	0	0	0	49	
Level 1 on statewide Math assessment	0	0	0	21	10	12	0	0	0	43	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	11	14	19	0	0	0	44	
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	5	13	20	0	0	0	38

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	44	57	53	49	56	56	33		
ELA Learning Gains				68			26		
ELA Lowest 25th Percentile				63					
Math Achievement*	48	60	59	42	46	50	35		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				58			32		
Math Lowest 25th Percentile				54					
Science Achievement*	64	63	54	43	61	59	32		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	36	59	59	31			60		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	222
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	408
Total Components for the Federal Index	8

2021-22 ESSA Federal Index

Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	10	Yes	2	2
ELL	37	Yes	1	
AMI				
ASN				
BLK	38	Yes	1	
HSP	33	Yes	1	
MUL				
PAC				
WHT	69			
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	1	1
ELL	54			
AMI				
ASN	90			
BLK	41			
HSP	58			
MUL	45			
PAC				
WHT	55			
FRL	48			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	44			48			64					36
SWD	8			13							3	
ELL	29			47							3	36
AMI												
ASN												
BLK	36			38			50				4	
HSP	30			33			57				5	30
MUL												
PAC												
WHT	65			68			75				3	
FRL	37			41			59				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	49	68	63	42	58	54	43					31
SWD	12	33	36	4	35	20	10					
ELL	45	71		53	69							31
AMI												
ASN	80			100								
BLK	33	61		30	56		27					
HSP	49	77	70	36	66	80	50					36
MUL	45			45								
PAC												
WHT	63	61		48	47		55					
FRL	39	68	60	29	57	52	28					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	33	26		35	32		32					60
SWD	13			12								
ELL	43			50								60
AMI												
ASN												
BLK	25	25		25	31		22					
HSP	39			41								54
MUL												
PAC												
WHT	36			32								
FRL	24	13		25	30		14					45

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	45%	54%	-9%	54%	-9%
04	2023 - Spring	63%	60%	3%	58%	5%
03	2023 - Spring	29%	52%	-23%	50%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	35%	59%	-24%	59%	-24%
04	2023 - Spring	63%	62%	1%	61%	2%
05	2023 - Spring	49%	55%	-6%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	62%	59%	3%	51%	11%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the 2022-2023 FAST data, Killarney's students with disabilities demonstrate the strongest need for improvement in both ELA and Math. Currently, Killarney Elementary is below the 40% proficiency threshold in the ESSA subgroup for students with disabilities. The contributing factor needed for ELA improvement among students with disabilities is improving decoding skills. Below grade-level students struggle with understanding grade-level text due to lack of phonological foundational skills. To address this deficiency, students will receive phonological instruction through the Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) program. This program takes a systematic approach in the teaching of phonics. Research demonstrates that the program has a significant impact on students' phonological skills. The contributing factor needed for Math improvement among students with disabilities is improving basic math fact automaticity. Below grade-level students struggle with understanding grade-level math concepts without a strong foundation of math facts. To address this deficiency, students will work with the Reflex Math program. Reflex Math is a web-based, educational program that is adaptive and individualized per student. The program continuously monitors each student's math fluency performance to create a targeted individualized experience for every child. Research demonstrates that the program has a significant impact on students' basic math skills.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The only data component that declined from previous year data was overall English Language Arts proficiency, which dropped two percentage points from 49% according to the 2021-22 ELA FSA assessment to 47% according to the 2022-23 ELA FAST assessment. Factors contributing to this decline were the significant reading deficiencies of students in grades 3 through 5 and the need to address foundational literacy skills that support grade-level reading comprehension skills.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In examining the 2021-2022 FSA ELA data, the overall trend demonstrates gaps between proficiency levels among various subgroups. When comparing ethnicity groups, white students achieved 63% proficiency compared to the proficiency levels of Black students at 33%, and Hispanic students at 49%. Students who were English Language Learners achieved 45%. Students with Disabilities achieved 12% proficiency. Students classified as receiving free/reduced lunch achieved 39% proficiency.

In the 2021-2022 FSA Math data, the overall trend demonstrates gaps between proficiency levels among various subgroups. When comparing ethnicity groups, white students achieved 48% proficiency compared to the proficiency levels of Black students at 30%, and Hispanic students at 36%. Students

who were English Language Learners achieved 53%. Students with Disabilities achieved 4% proficiency. Students classified as receiving free/reduced lunch achieved 29% proficiency

Which data component showed the most improvement? What new actions did your school take in this area?

Student data according to the 2022-23 5th grade Statewide Science Assessment shown the most improvement. Forty-three percent of 5th grade students on the 2021-22 FCAT science assessment demonstrated proficiency while 64% of 5th grade students on the 2022-23 FCAT science assessment demonstrated proficiency, which was an increase of 21 percentage points.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

A potential area of concern when reflecting on the EWS data is the number of students recorded as having a substantial reading deficiency in first through fourth grade, specifically 3rd grade students at our highest number of 17 out of 52 currently enrolled.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priority is increasing overall proficiency across all grade levels in both ELA and math, as data shown stagnate year after year, an increased focus on writing instruction across all content areas, strategic reading interventions targeting students' greatest deficiencies with an increased focus on our ESSA subgroups, and strengthening our school's positive culture and environment.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material, by strengthening our school's culture for social and emotional learning. We will increase the proficiency levels in ELA to 55% and math to 55% on the 2023-2024 FAST. Additionally, the core team works with a broader school team and is charged with personalizing and implementing professional learning for school stakeholders, based on school and community needs. School leadership teams collaborate with stakeholders, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through district programs such as the Parent Academy. Schools utilize the Parent Engagement Liaison to bridge the community and school culture.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Killarney will utilize the data found in the Alex Incident/SESIR data indicator data. We will look to decrease the number of suspensions to below the state rate 1 per 100 students. Additionally, we will utilize the Panorama School survey to measure our outcomes. For the 2022-2023 school survey, 52% of students responded favorably to questions related to overall school climate, which was a decrease of two percentage points from the 2021-22 survey data. Additionally, when stakeholders were surveyed, 74% responded favorably when asked about questions related to the school's climate. Our goal is to increase this percentage to 85% in favorable responses when stakeholders are asked about the school's climate on the 2023-24 Panorama Survey. By improving the school's overall culture and climate, students' perceptions of the school's climate will also positively improve.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Killarney will utilize the Panorama School survey to monitor outcomes. Additionally, classroom walkthrough data collected will provide trend data. Finally, discipline data will be collected daily and analyzed weekly looking for trends that require attention. The discipline team, consisting of the school's Principal, Assistant Principal, Dean, and Behavior Specialist, will meet weekly to discuss various behavioral strategies to implement for students with repeated misconduct and schoolwide positive behavior systems.

Person responsible for monitoring outcome:

Mark Wieckowski (mark.wieckowski@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Killarney will implement Social Skills Group Intervention (S.S. GRIN) to support and monitor student progress in improving social relationships and emotional well-being. Our behavior specialist in collaboration with the MTSS team will identify students and provide the interventions consistently to improve outcomes and positively impact the school's culture and climate. We will monitor and measure the impact of our implemented social skills groups through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. Killarney's student population has specialized needs specifically referring to the 2022-23 school year when the mobility rate was reported to be 33% and 12% of our students were homeless. The S.S.GRIN program covers communication, cooperation, impulse control, perspective taking, conflict management, empathy, and other skills that many of our students are not equipped with and struggle to adopt outside of school. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement year three of the school-wide Social and Emotional Learning (SEL) curriculum, Caring School Community which is a comprehensive, research-based social and emotional learning program that builds school-wide community, develops students' social skills, and enables a transformative stance on discipline. Caring School Community is built around the following principles and key features: a focus on the whole school community; relationships; a focus on community, not compliance; creating calm, orderly learning environments; and addressing inequitable discipline practices.

Person Responsible: Mark Wieckowski (mark.wieckowski@ocps.net)

By When: End of the 2023-24 school year

Provide new Killarney teachers with professional development on implementation of Caring School Community program found in the year one program. Provide ongoing professional development to support teachers with the implementation of the Caring School Community year two program. The leadership team will discuss and monitor the implementation of the Social Skills Groups and the effectiveness of the interventions being provided to identified students.

Person Responsible: Maria Aguiar (maria.aguiar@ocps.net)

By When: Ongoing throughout 2023-24 school year

Administer Panorama School Survey to stakeholders and monitor their responses as they relate to school climate. Success of year three of Caring School Community and Social Skills Group interventions, would be a 85% favorability response rate on the overall topic of school climate.

Person Responsible: Jessica Camara (jessica.camara@ocps.net)

By When: Spring 2023-24 survey administration window

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on 2022-23 FAST assessment data, our students were 47% proficient in ELA compared to 49% proficient in 2021-22. Historically, our data has consistently remained at 50% or more of students not proficient in ELA. Due to this trend, ELA instruction continues to be an area for growth.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Killarney ES will increase ELA proficiency achievement levels for 3rd - 5th from 47% to 55% on the 2024 ELA FAST Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will receive monthly growth monitoring on i-Ready for ELA to track progress. This data will drive instruction prior to the i-Ready diagnostics and FAST assessments.

Person responsible for monitoring outcome:

Mark Wieckowski (mark.wieckowski@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. This instructional practice has an effective level of evidence. Killarney will be implementing Orange County Public Schools' Access and Opportunity division's Acceleration Program during our intervention times for struggling students who are one year below their current grade level where teachers front-load key vocabulary and concepts for upcoming standards. The Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) will be used with students who are two grade levels below their current grade level.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Acceleration Program is a research-based strategy the teacher uses to provide students predetermined guidance and reminders for applying necessary skills, strategies, and behaviors to be successful in upcoming lessons. Students selected for this program, are students who are one year below their current grade level on the iReady Beginning and Middle of the Year diagnostic assessments. The SIPPS program provides research based-evidence on the systematic instructional model that successfully boosts literacy rates and directly addresses the needs of struggling students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students will be identified as being one grade level below their current grade level using the Beginning of the Year i-Ready ELA diagnostic will be assigned to the Acceleration Program. Students identified as two years below will be assigned the SIPPS program.

Person Responsible: Mark Wieckowski (mark.wieckowski@ocps.net)

By When: September 2023

Identified teachers who will be trained on either Acceleration Program or the SIPPS Program.

Person Responsible: Mark Wieckowski (mark.wieckowski@ocps.net)

By When: September 2023

A daily rotation schedule will be created for these students during Fundamental Basic Skills, FBS, (grade-level intervention time) that feeds into the Acceleration and SIPPS Programs

Person Responsible: Mark Wieckowski (mark.wieckowski@ocps.net)

By When: September 2023

Students will receive monthly growth monitoring on i-Ready ELA to track progress. Additionally, as part of the SIPPS programs, students receive progress monitoring every tenth lesson.

Person Responsible: Donna Wysong (donna.wysong@ocps.net)

By When: Ongoing

Student groups will be fluid based on the monthly progress monitoring allowing more students to move between programs.

Person Responsible: Mark Wieckowski (mark.wieckowski@ocps.net)

By When: Ongoing

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on previous 2022-23 FAST math data, Killarney's math proficiency was 50%. This was an increase from 42% on the 2021-2022 FSA. While there was a positive increase, the school will continue to focus on building teacher content knowledge in the area of math and how to utilize effective instructional strategies to meet the needs of all learners and increase overall math proficiency.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Killarney will increase math proficiency achievement levels for 3rd - 5th graders from 50% to 55% on the 2023-2024 Math FAST Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will receive monthly growth monitoring on i-Ready for math to track progress between the months. This data will drive intervention instruction prior to the i-Ready diagnostics. FAST Math is given three times per year and is an additional method for tracking data.

Person responsible for monitoring outcome:

Mark Wieckowski (mark.wieckowski@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Killarney will be implementing Orange County Public Schools' Access and Opportunity division's Acceleration Program as part of our after-school tutoring program for struggling students where they are front-loaded key vocabulary and concepts for upcoming standards. All Killarney students will engage in the Successmaker digital intervention program during the Math FBS block four days per week during the school day.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Acceleration Program is a research-based strategy the teacher uses to provide students predetermined guidance and reminders for applying necessary skills, strategies, and behaviors to be successful in upcoming lessons. Students selected for this program, are students who are one year below their current grade level on the i-Ready Beginning and Middle of the Year diagnostic assessments. The Successmaker digital program creates personalized learning paths for mastery of essential math concepts and skills, and delivers outcome-based data to inform instructional decisions.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students will be identified as being one grade below their current grade level using the Beginning of the Year i-Ready Math diagnostic. Students will be monitored at the beginning and middle of the year using Standard Based Unit Assessments and the i-Ready diagnostic assessment to determine placement throughout the year. In addition, areas of deficiency in math will be identified for each student and those will be monitored using Standard Based Unit Assessments. The data will be graphed on a bi-weekly basis and discussed twice monthly. The after-school tutoring program runs for 24 weeks on Tuesdays and Thursdays. Students can be added at any time to the program.

Person Responsible: Mark Wieckowski (mark.wieckowski@ocps.net)

By When: Ongoing

Identified teachers will be trained on the Acceleration Program provided by Orange County Public Schools' Access and Opportunity division's representatives.

Person Responsible: Mark Wieckowski (mark.wieckowski@ocps.net)

By When: September 2023

During the week, students will receive after school instruction utilizing the Acceleration Program provided by teachers on Tuesdays and Thursdays for one hour each day.

Person Responsible: Donna Wysong (donna.wysong@ocps.net)

By When: October 2023

Student will receive monthly growth monitoring on i-Ready for Math to track progress.

Person Responsible: Mark Wieckowski (mark.wieckowski@ocps.net)

By When: Ongoing

Student groups will be fluid based on the monthly progress monitoring allowing more students to be targeted for the program.

Person Responsible: Mark Wieckowski (mark.wieckowski@ocps.net)

By When: Ongoing

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the 2022-23 end-of-the-year progress monitoring assessment (STAR), 42% of kindergarteners scored proficient, 43% of first-graders scored proficient and 44% of second-graders scored proficient. That data indicates that 2022-23 kindergarten students (now first-grade students), 2022-23 first-graders (now second-graders), and 2022-23 second-grade students (who are now third-grade students) will need strategic foundational skills intervention based on each student's greatest deficit. Teachers will utilize their FBS blocks and teacher-led small group instruction to address the students' deficits and rebuild literary skills to improve learning outcomes toward reaching grade-level reading proficiency. Teachers and interventionists will utilize the SIPPS reading program and Being a Reader curriculum to address students' needs and progress monitoring utilizing DIBELS as well as iReady growth monitoring assessments.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Based on the 2022-23 end-of-the-year progress monitoring assessment (FAST), 28% of third-graders scored proficient, 74% of fourth-graders scored proficient and 47% of fifth-graders scored proficient. That data indicates that 2022-23 third-grade students (now fourth-grade students) and 2022-23 fifth-grade students (who are now sixth-grade students) will need strategic reading interventions based on each student's greatest deficit. Teachers will utilize their FBS blocks and teacher-led small group instruction to address the students' deficits and rebuild literary skills to improve learning outcomes toward reaching grade-level reading proficiency. Teachers and interventionists will utilize the SIPPS reading program for students needing foundational skills instruction, based on the placement screener, and additional student instructional groupings will focus on improving reading fluency, vocabulary and comprehension skills toward achieving grade-level reading proficiency.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

According to the 2022-23 FAST ELA PM3 statewide assessment, 42% kindergarten students scored a level 3 or higher, 43% first-grade students scored a level 3 or higher, and 44% of second-grade students scored a level 3 or higher. For the 2023-24 school year we expect 51% of kindergarten students, 52% of first-grade students and 53% of second-grade students to score a level 3 or higher on the FAST ELA PM3 statewide assessments.

Grades 3-5 Measurable Outcomes

According to the 2022-23 FAST ELA PM3 statewide assessment, 28% of third-grade students scored a level 3 or higher, 74% fourth-grade students scored a level 3 or higher, and 47% of fifth-grade students scored a level 3 or higher. For the 2023-24 school year we expect 51% of third-grade students, 55% of fourth-grade students and 60% of fifth-grade students to score a level 3 or higher on the FAST ELA PM3 statewide assessments.

Monitoring**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The school's areas of focus will be monitored through the use of weekly instructional walkthroughs completed by administrators and leadership team members. Weekly leadership meetings will be used to discuss and determine areas of need and coaching support cycles. Monthly data meetings will be held to discuss student progress monitoring data (including Exact Path, DIBELS, SIPPS, formative assessments, etc.), MTSS data, student services, and teacher coaching cycles to evaluate the effectiveness of programs and support already implemented.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Wieckowski, Mark, mark.wieckowski@ocps.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

For students in grades kindergarten through second grade, we will use programs that support student development in their awareness of the segments of sounds in speech and how they link to letters as well as teacher students to decode words, analyze word parts, and write and recognize words. For students in third through fifth grade, teachers will provide purposeful fluency-building activities that help students read effortlessly. Teachers will also routinely use a set of comprehension-building practices that help students make sense of a text.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The instructional practices that we selected and plan to implement were identified as part of the Institute of Education Sciences (IES) recommendations for improving learning outcomes in the area of reading and meet the ESSA strong level of evidence requirements.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Monthly leadership team meetings, where data are analyzed and action steps implemented and monitored.	Wieckowski, Mark, mark.wieckowski@ocps.net
The literacy instructional coach will attend district professional development and meetings to stay current in best practices and new information, implement coaching cycles as needed, and support teachers in reflecting and analyzing student data to inform their instructional decisions.	Wysong, Donna, donna.wysong@ocps.net
Leadership members will plan and implement professional learning opportunities customized to the needs of the students and teachers throughout the school year. Administration will attend weekly common planning meetings to ensure transference of professional learning to grade-level teams and effective lesson planning occur. Classroom instructional walkthroughs will take place weekly to monitor the implementation of plans and best practices.	Wieckowski, Mark, mark.wieckowski@ocps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP will be disseminated at the School Advisory Council meetings as well as progress toward goals outlined by the SIP, it will be posted on the school's website, emailed via Skyward to our families, and copies will be available in the front office.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. Schoolwide, students are learning and practicing ways to communicate. Through the

many different interactions they have in hallways, lunchrooms, libraries, and non-structured times with peers. Our leadership team plays a big role in shaping school-wide policies, culture and climate that support the Social

Emotional Learning of all students. As elementary students navigate peer pressure and other challenges, it is essential that every student has a supportive relationship with at least one caring relationship at school. Elementary students are navigating and adjusting to a new environment and can benefit from additional structures that support relationship-building and community-building, for example by pairing Fifth Graders and Kindergarten buddies. Professional learning about Social Emotional Learning and students' developmental needs, as well as practices to strengthen adult Social Emotional Learning, can support school staff in better understanding how to build relationships with students. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

While focusing on the areas of reading and math we will continue to strengthen data literacy knowledge of teachers and key staff members, equip teachers with the skills necessary to strategically reteach critical content, strengthen Tier 1 Instruction, integrate strategic small group instruction, lead and teach with rigorous expectations, increase student academic discourse, build positive student relationships, increase collaboration, integrate cooperative learning strategies, continuous feedback and coaching, and build teacher capacity in student cognitive engagement, processing information, and monitoring for student understanding. The leadership team will implement, monitor and evaluate the effectiveness of these initiatives ongoing throughout the school year and make any necessary adjustments to improve student learning outcomes.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The plan is developed in coordination and integration with other programs due to the collaboration between our parent engagement liaison and community partnerships to support students attending Killarney through The McKinney-Vento program and as part of the Healthy School Teams program. The collaboration ensures everyone's involvement in these programs share the same unified vision and goals in support of the academic success of all our students.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Killarney has a full-time guidance counselor on campus who supports students' needs, as well as a behavior specialist and a dean to support student behavior. Our school receives district support from a mental health counselor, social worker, and program specialists as well.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Our school participates in a transition-to-middle school opportunity where students visit the feeder middle school and a counselor visits our campus to discuss elective and magnet opportunities in surrounding middle schools.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Killarney implemented the multi-tiered system of support (MTSS) to address both the academic and behavioral needs of students. Students are provided interventions based on deficiencies and their progress is monitored utilizing multiple data points.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

At Killarney Elementary we engage in professional learning communities (PLCs) at least twice per week where common planning is facilitated by our instructional coaches. We also provide teachers with a yearly professional development calendar where we meet every Wednesday to engage in training and developing teachers based on recent data and identified needs. School-wide we promote collaborative partnerships among teachers through mentorship and coaching, and positive student behavior systems to support and retain staff members.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

At Killarney Elementary we have a pre-kindergarten class where students transition into our kindergarten classes after the full school year. We coordinate and organize transition ceremonies as pre-k students graduate and also host a jumpstart to kindergarten summer program to prepare the students.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes